# ANNUAL REPORT

## VOLUME 1
## EDUCATION 1985-86

West Virginia Department of Education

# Seventy-third Report

# (Thirty-second Annual Report) of the State Superintendent of Schools

Volume I

State of West Virginia
For the period

July 1, 1985
to
June 30, 1986

Tom McNeel
State Superintendent of Schools

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WVDE

West Virginia Department of Education

Capitol Complex, Charleston 25305 Tom McNeel, State Superintendent of Schools

TOM MCNEEL
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1986

The Honorable Arch A. Moore, Jr.
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Moore:

The Seventy-third Report (thirty second annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Vocational Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

Pat Hamner

Patricia Full Hamner
President of the State Board of Education

Tom McNeel

Tom McNeel
State Superintendent of Schools

# WEST VIRGINIA BOARD OF EDUCATION

**EXECUTIVE OFFICES**
**Charleston, West Virginia 25305**

Patricia Full Hamner, President
Buckhannon, 1991

James P. Clark, Vice-President
St. Albans, 1986

Kendall Hall, Secretary
Parkersburg, 1990

N. Blaine Groves, Member
Martinsburg, 1993

Audrey S. Horne, Member
Wheeling, 1987

Paul J. Morris, Member
Dunbar, 1989

Richard N. Schnacke, Member
New Martinsville, 1988

Frances Seago, Member
Athens, 1992

**EX OFFICIO MEMBER**
Tom McNeel
State Superintendent of Schools

**EX OFFICIO MEMBER**
Thomas W. Cole, Jr.
Acting Chancellor, Board of Regents

# STATE DEPARTMENT OF EDUCATION

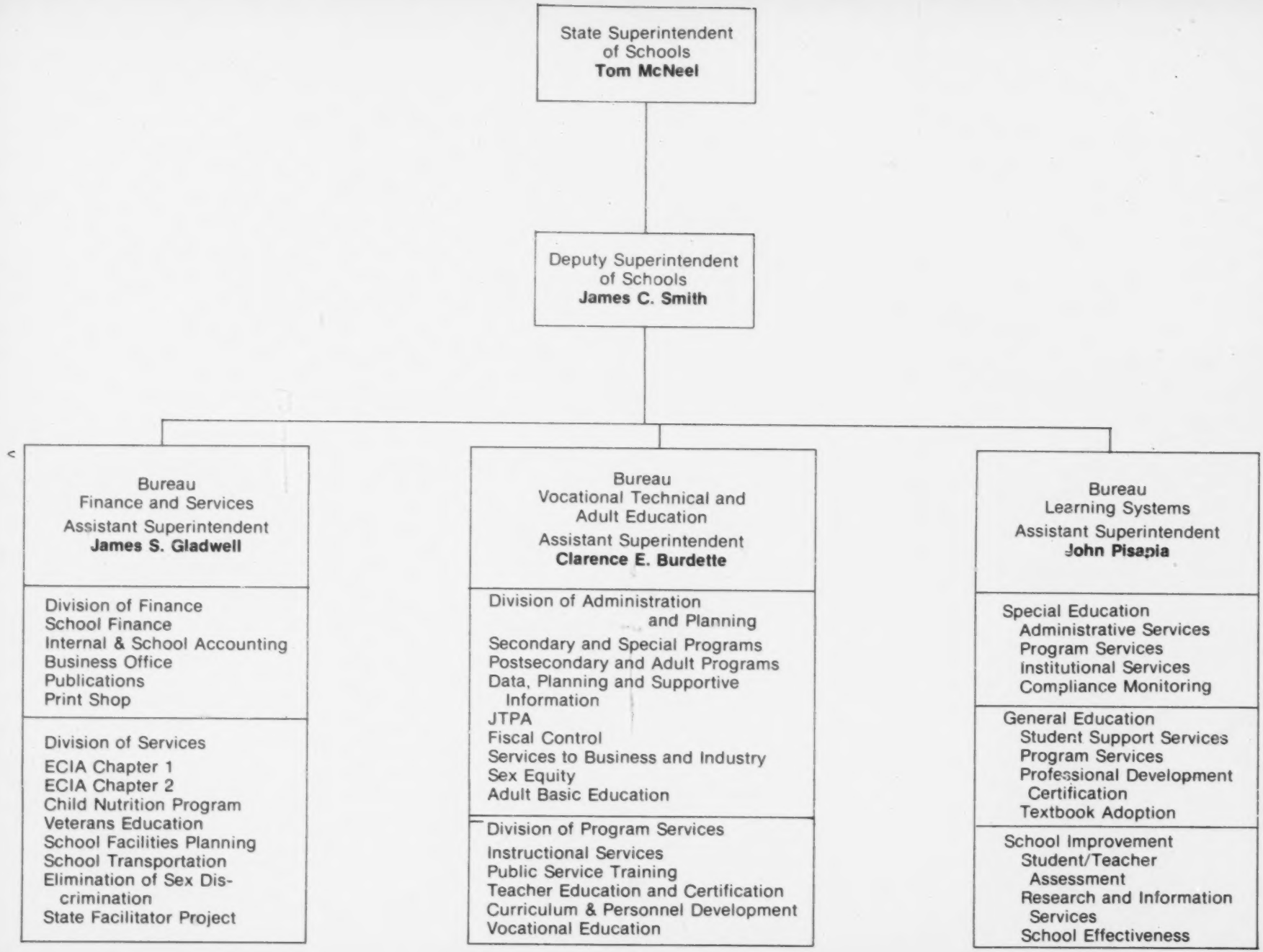
Tom McNeel
State Superintendent of Schools

James C. Smith
Deputy Superintendent

Clarence E. Burdette
Assistant Superintendent
Bureau of Vocational, Technical
and Adult Education

James Gladwell
Assistant Superintendent
Bureau of Finance and Services

John Pisapia
Assistant Superintendent
Bureau of General, Special and
Professional Education


State Superintendent
of Schools
Tom McNeel
Deputy Superintendent
of Schools
James C. Smith
Bureau
Finance and Services
Assistant Superintendent
James S. Gladwell
Division of Finance
School Finance
Internal & School Accounting
Business Office
Publications
Print Shop
Division of Services
ECIA Chapter 1
ECIA Chapter 2
Child Nutrition Program
Veterans Education
School Facilities Planning
School Transportation
Elimination of Sex Dis-
crimination
State Facilitator Project
Bureau
Vocational Technical and
Adult Education
Assistant Superintendent
Clarence E. Burdette
Division of Administration
and Planning
Secondary and Special Programs
Postsecondary and Adult Programs
Data, Planning and Supportive
Information
JTPA
Fiscal Control
Services to Business and Industry
Sex Equity
Adult Basic Education
Division of Program Services
Instructional Services
Public Service Training
Teacher Education and Certification
Curriculum & Personnel Development
Vocational Education
Bureau
Learning Systems
Assistant Superintendent
John Pisapia
Special Education
Administrative Services
Program Services
Institutional Services
Compliance Monitoring
General Education
Student Support Services
Program Services
Professional Development
Certification
Textbook Adoption
School Improvement
Student/Teacher
Assessment
Research and Information
Services
School Effectiveness

Jackson County student explores nature on a field trip.

# Introduction

This volume--the first of three which comprise the 32nd Annual Report of the State Superintendent of Schools--is a detailed account of the actions and activities of the West Virginia Board of Education and the West Virginia Department of Education from July 1, 1985, through June 30, 1986.

In accordance with state law, this report has been prepared for the Governor for transmittal to the state legislature.

Volume two of the report, containing a summary of education statistics, and volume three, a financial summary, are customarily issued later in the school year, when the vast amounts of data needed for the reports has become available.

# 1985-86 'West Virginia's Tomorrow Is Education Today'

As reports both critical and constructive emerged without apparent let-up at the national level, public education in West Virginia during 1985-86 continued to make careful preparation for the 21st Century.

The West Virginia Board of Education, backed-enthusiastically by state government and the private sector, put in place the latest of several major policies needed not only to equip West Virginia schools for excellence tomorrow but make them accountable for it.

During the year, the state board adopted a Criteria of Excellence policy that committed the state to educational standards as stiff as any in the nation. Linked to that policy--and other fundamental mandates of recent years--is the "1990 Targets for Public Education," a policy aired in public meetings and approved by the board during the reporting period. These "Targets" are concrete, measurable goals tied to key provisions of "excellence" policies adopted by the board in recent years.

Elected as president of the state board for the reporting period was Patricia Full Hamner of Buckhannon. New members of the board named by the governor during the reporting period are Audrey S. Horne of Wheeling and N. Blaine Groves of Martinsburg.

Early in 1985-86 the board named as the 21st state superintendent of schools Tom McNeel, a Greenbrier County native who had served as deputy state superintendent of schools and as county superintendent in Monroe and Randolph counties.

The new superintendent's administrative theme appears at the top of this page. Taking steps to put it into action most efficiently, the superintendent, in January, reorganized the department from four to three main working units, known as bureaus. Each was charged with specific responsibilities in connection with the new "Targets."

As reorganized, the department consisted of bureaus of (1) vocational, technical and adult education, (2) finance and services and (3) general, special and professional education. Certain functions, such as county accreditation, were moved under the direct supervision of the deputy state superintendent of schools. Named to that post was James Smith, former assistant state superintendent of schools.

Early on, the new state superintendent of schools was confronted with the challenge of coordinating relief efforts to school systems ravaged by floods in November. By the end of the reporting period, however, the stricken systems had received millions of dollars in assistance and were back to relatively normal operation.

Another disaster during the reporting period, the explosion of the space shuttle "Challenger," necessitated extraordinary department leadership with educators and counselors statewide as they helped students cope with the trauma of the televised tragedy.

The state superintendent of schools announced priority goals and projects in the areas of school/business partnerships, volunteers, adult literacy, dropout prevention, economic development, methodical policy review and improved state/local relations. To abet the latter, he visited each of the 55 county school systems for at least one half day during the 1985-86 school year.

## *'Today's Job Is Tomorrow's Jobs'*

That became the challenge confronting the state during 1985-86, and--with policy initiative by the state board--the department enlarged its role in expanding the economy and creating jobs. The superintendent intensified existing efforts and started new ones to make public education a key part of the statewide economic development mobilization.

Much of the responsibility for the development of economy-linked educational programs was assigned to the bureau of vocational, technical and adult education. That bureau was instrumental in launching a statewide literacy coalition, starting dropout prevention efforts in most counties, custom-designing dozens of training/retraining programs for business firms (and saving an estimated 1,000 jobs in the state), initiating visits to every sizeable firm in the state to assess training needs, mounting a "renaissance" effort to modernize training programs to meet tomorrow's training needs, expanding public service

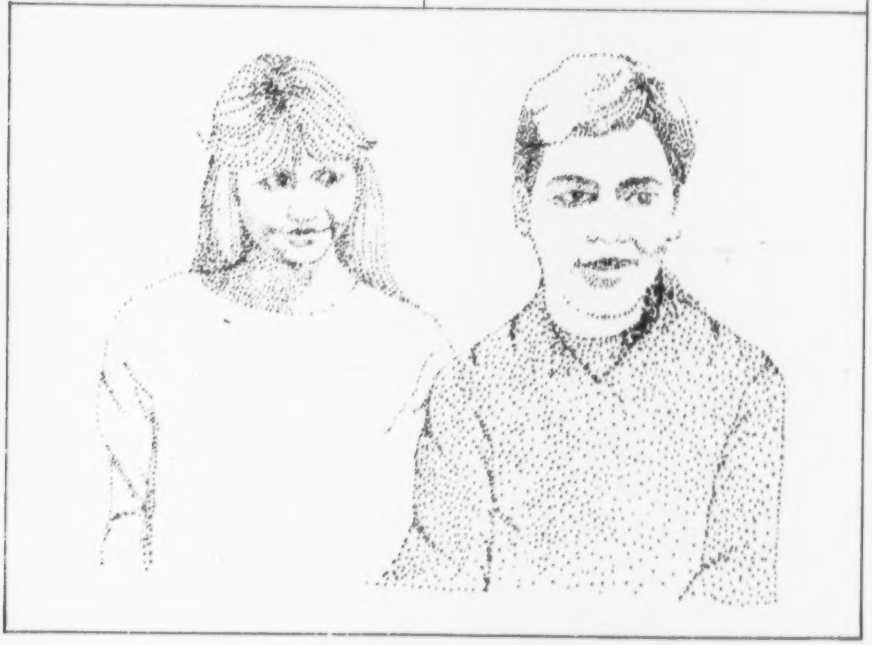
training programs and bringing extraordinatry recognition to the state through student achievement in national competition.

## *'We Need To Cope, Console And Care'*

So spoke the state superintendent of schools in the wake of the rapidly-striking November floods which inflicted millions of dollars in damage to 29 school systems in a 24-hour period. Much of the flood relief coordination effort was handled by the bureau of finance and services staff, who travelled to the stricken areas with federal officials to assess damage and then followed through the tortuous application and disbursement processes to bring $6.4 million in federal relief funds to the school systems. Staff in this and other bureaus also participated in scores of additional private and public relief efforts.

*'Elected as president of the state board was Patricia Full Hamner of Buckhannon'*

The finance/services bureau--combining many functions of two preceding department units--also had responsibility for continued administration of the successful Chapter I remedial education program, conducted the second evaluation of the Chapter II program, expanded the services of the National Diffusion Network in the state, initiated a child nutrition "paperless" reporting" system that is the model for all other states, developed for adoption a new school facilities planning handbook, directed the transportation of 284,072 pupils by bus to and from school each day without a fatality and introduced (at the end of the reporting period) one of the nation's most advanced and progressive school accounting systems, "Handbook II, Revised."



## *"The Business of Education is Learning"*

The streamlined bureau of general, special and professional education adopted the above as its theme early in the reporting period. Assigned the task of working diagnostically, preventively and correctively with the schools, the bureau staff continued the monumental task of helping school systems statewide convert to an outcome-oriented, comprehensive education program calculated to help the state hit the adopted 1990 Targets for Public Education.

The bureau's staff was active in advancing outcome-based education on many fronts, including:

- The professional development academy approach, which added an assessment center component to the existing principals' academy and inaugurated a companion teachers' academy.
- Utilization at the county and school level of effective schools research.
- Maintenance and training of a network of chief instructional leaders.
- Initiation of the first statewide student writing assessment.
- Continued development of "learning outcomes" in each subject area and assistance with the gradual institution of "criteria of excellence" provisions.

This bureau also pioneered a training program for parents of handicapped students that is the first of its type in the nation.

**(Detailed narrative reports follow)**

# West Virginia Board of Education

With adoption of the landmark Criteria of Excellence policy during the reporting period, the West Virginia Board of Education climaxed an historic phase of policy development which translated the "excellence movement" into movement for excellence.

The "Criteria," which identify high quality standards in all areas of public education, joined a sequence of state board policy initiatives which--in several instances--are nationally-recognized innovations in the effort for excellence. The board already had approved the nation's first school-district-wide accreditation system (the quality control mechanism to assure that the "criteria of excellence" are met), the nation's first "learning outcomes" policy, no-nonsense staff evaluation procedures and a state-of-the-art professional training program.

To assure follow-through on all these major actions, the board also in 1985-86 adopted "1990 Targets for Public Education," a policy establishing challenging, measurable goals in alignment with the provisions of that series of major policies. The "Targets" policy was approved in March following public meetings conducted by state board members statewide. Goals established in the policy are concentrated in the areas of improved student achievement, increased parent/public involvement in education, upgrading curriculum and improving quality of instruction.

With major policies in place, the board began a fine-tuning process to assure that all the initiatives bring quality education to all state students on an equal-opportunity basis. Entering this follow-through period, the board continued its practice of seeking public comment for two-months prior to consideration of significant policy action. The board also initiated during the reporting period methodical review of proposed policies/policy changes on a published schedule in order to involve more citizens, more meaningfully, in public education policy development.

In July, the board elected as president Patricia Full Hamner of Buckhannon. Elected vice president was James P. Clark of St. Albans, and Kendall Hall of Parkersburg was elected secretary.

Here is a meeting-by-meeting summary of key actions taken by the state board during 1985-86:

**July**

Repeal of the maternity leave policy for school employees (Policy 5640); amendments to the *Rules and Regulations of the W. Va. Secondary School Activities Commission*; revisions to the teacher/pupil Ratio, K-6, exceptions policy (2442.3)

**August**

Approval of the 1986-87 budget; adoption of the *Handbook on Planning School Facilities*; approval of fund distribution under Part B of the Education of the Handicapped Act for FY-1986

**September**

Swearing in of two new board members, Audrey S. Horne of Wheeling and N. Blaine Groves of Martinsburg; approval of the transfer of James C. Smith from assistant state superintendent of schools to deputy state superintendent of schools; approval of regulations for educating severely handicapped preschool students

**October**

Approval of revisions in the Regulations for the Education of Exceptional Students; approval of the Criteria of Excellence for General Education, Vocational Education, Education of Exceptional Students and Educational Support Services; amendments to the policy for professional development of educational personnel (Policy 5100)

**November**

Revision of proposed *1990 Targets for Public Education*; approval of the Group IV multiple list of textbooks

**December**

Approval of 1986 legislative recommendations

**January**

Approval of 1986 summer food service program 1986 state plan

**February**

Resolutions endorsing property reappraisal and in tribute to the late teacher-astronaut Sharon McAuliffe

**March**

Approval of 1990 Targets for Public Education; appeal for expedited federal relief to flood-stricken West Virginia school systems; approval of minimum basic skills tests scores for students entering teacher training programs; revision of *Standards for Educational Quality* (Policy 2320); revision of *Indicators of Attainment* (Policy 2321); revision of policy on exceptions to teacher-pupil ratio, K-6 (2444.3); revision of *Regulations for General, Vocational and Special Education* (Policy 2510)

**April**

Approval of State-County Testing Program (Policy 2340) writing tests for eighth and tenth grade students; approval of exceptions to the Regulations for the Education of Exceptional Students;

**May**

Amendments to the personnel evaluation policy (5310-5313); amendments to the professional development of educational personnel policy (5100); approval of grant awards for aid to exceptional children

**June**

Approval of certification of school nurses (Policy 5219.02); approval of school nurse training objectives, grades K-12 (Policy 5119.02); adoption of food service operations manual; revision of the state plan for vocational education; approval of the special education state plan; approval of final computations for the 1986-87 public school support program

# Administration

## *County Accreditation*

This unit is responsible for administration of the Standards for Educational Excellence policies (2320 and 2321) based on legislation passed in 1981.

Activities of the unit are concentrated in two major areas, which correspond to the major components of the county accreditation process:

- Providing technical assistance with and monitoring development and updating by county school systems of their **four-year plans for educational excellence**.
- Training personnel for, scheduling, providing technical assistance in preparation for and conducting **on-site reviews** of county school systems. Each system undergoes review every four years.

By the end of the reporting period, 41 counties had been reviewed on the basis of 12 standards and specific "indicators" of attainment" applying to specific details of those standards. Review teams, made up of educators and lay people from throughout the state, found compliance with 10% of the "indicators" in the first three years of the process. In the last year or two, unit staff have observed that there are 66 "indicators" which counties consistently do not meet, six of which have been increasingly difficult to meet. The noncompliance rate, however, had dropped from 10 percent to five percent over the first three years.

The department's county accreditation process has been recognized as a national innovation. Unit staff, by the end 1985-86, were prepared to make these observations about the process:

- The program has assisted counties in making significant progress in the critical areas of instructional time, curriculum, needs assessment, public information, alignment of resource allocation with curricular needs and appropriate transaction of local board business.
- Most counties have had increasing difficulty in providing 9-12 electives, complying with textbook adoption criteria, meeting instructional time standards in grades 5-8, providing duty-free lunch periods for teachers, complying with immunization and tuberculin testing rules and sustaining an instructional term of 180 days.
- A consistent percentage of counties each year have difficulty providing the proper amount of instructional time in grades 1-4 and 9-12, keeping facilities free from safety hazards and eliminating barriers to handicapped students.
- The program has fostered understanding throughout the educational community about legislative and state board policy mandates.
- Consolidation of all required monitoring efforts--including those required for federal programs--was made practical by the program and was nearing full implementation at the end of 1985-86.
- The process, involving local, county and state personnel, has proven to be a productive means for sharing exemplary ideas.

## *Legal Section*

This unit has responsibilities primarily in the areas of litigation, administration and enforcement and legal resource/consultation.

Six cases required extensive staff attention during the reporting period. Hearings on educational issues and programs were held in the **Medley** case, which concerns education in department of health facilities. **The JDW v. Harris, et al.** case involved judical inquiry into the juvenile correctional facilities at Salem. Compulsory immunization of students prior to school enrollment was upheld in **Behymer v. McNeel.** Conversion of noninstructional days to instructional days was required by **Grant v. Harrison Co. Board of Education, et al.** The state board of education's approval of the Kanawha County Board of Education's consolidation of several schools was upheld in **West Sattes PTO v. Board of Education** and a companion case. The state constitutional amendment requiring that each school day begin with silent prayer and meditation was struck down in **Walters, et. al. v. State Board of Education, et al.**

In the area of administrative enforcement, staff conducted five show-cause hearings to consider revocation of teaching certificates for immorality. These were the first such hearings conducted on behalf of the state superintendent of schools. In addition, staff participated in hearings conducted in connection with the state superintendent's recall of two bus operator certificates. Other hearings were held and decisions issued in four citizen grievance appeals, and staff served as counsel to the state superintendent in a hearing to consider administrative sanctions on the Logan County Board of Education for the use of uncertified teachers.

A major legal resource/consultation function of the unit is drafting responses to requests for Superintendent's Interpretations. More than 200 such responses were drafted during the reporting period to requests received from county superintendents, county board members, teachers, parents, service personnel and other persons. Counsel was provided to department and county personnel on countless legal concerns, and staff members spoke to a variety of audiences throughout the state, clarifying issues related to the new statewide grievance procedure and other newly-implemented policies.

Cooperating with the department of health, legal section staff assisted in the preparation of guidelines covering students and educational personnel who contract Aquired Immune Deficiency Syndrome (AIDS).

## *Data Management*

This new unit, formed as part of the January, 1986, reorganization of the department, has responsibility for coordinating all data collection and processing for the department to eliminate inefficiency, duplication of reports and processes, delays and inaccuracies. As the reporting period closed, the unit had initiated major efforts for upgrading and standardizing the department's data processing equipment, linking the department's system to other state agencies and to the 55 county school systems, eliminating redundant reports and procedures and setting up a computerized administrative network statewide to speed and simplify communications in public education.

## *Public Information*

In addition to preparing and distributing hundreds of "news releases" throughout the reporting period, this unit provided liaison between department staff and a variety of "publics," including news media representatives. Unit staff also served in a resource capacity to the state board of education and in a consulting capacity on public affairs matters with department personnel in the superintendent's office and all bureaus.

## *Foster Grandparent Program*

Children with special needs in West Virginia's schools receive special attention from senior citizens in this program, part of the department's growing emphasis on involvement of school volunteers generally and older people specifically. More than 150 seniors spent four hours each school day in schools throughout the state, assisting nearly 1,000 students. The children served ranged from under a year old to age 18, and the volunteers ranged in age from 60 to nearly 90.

Administered by administrative staff, the program is federally funded and involves state matching funds and in-kind contributions.

*Detailed Reports of 1985-86 Activities*

# Bureau of Vocational, Technical and Adult Education

More than 165,000 West Virginians were enrolled in training programs during 1985-86 that were planned, developed, administered, supervised and evaluated by the department through its Bureau of Vocational, Technical and Adult education. That was an increase of 5,000 over the previous year's enrollment.

The bureau has two major divisions, and this report is organized accordingly.

## *Administration and Planning*

### Secondary and Special Programs

During the year, 72,784 high school students were enrolled in vocational programs administered by the Secondary and Special Programs unit. In addition, 1,063 post-high school students were served. The job placement rate climbed to 81 percent during the reporting year, up from 78 percent in 1984-85. More than 71 percent of the state's secondary students were enrolled in vocational programs in 1985-86, up from 67 percent.

Unit staff also:

- Jointly operated handicapped programs involving cooperation with vocational rehabilitation offices and client advocacy groups.
- Provided additional computer software to 55 county school systems to assess the interest, abilities and special needs of disadvantaged and handicapped students.
- Organized support services to "mainstream" more handicapped students into vocational programs and continued working toward the department goal to make all vocational progams available to handicapped students.
- Continued efforts to assign at least one special educator at each vocational school.

### Post-Secondary and Adult Programs

During 1985-86, 5,059 adults were served in adult training programs conducted by 29 local educational agencies. Many of these adults were served as postgraduates in secondary programs when vacancies were available.

New adult training programs were established in Boone, Cabell and Mercer counties.

The department continued to cooperate with the W.Va. Board of Regents in supporting post-secondary (associate degree) programs for 13,707 students, an increase from 10,885 the year before.

More than 2,000 part-time training programs for adults were provided during the reporting year, with each of the 55 counties providing at least one such program.

### Service to Business and Industry

This unit, previously called New and Expanding Industry Training (NEIT), concentrated efforts in three primary areas:

- Business-Industry Visitation--Staff and county vocational personnel contacted 100 firms statewide to acquaint executives with the services--free, for the most part--available at the state, county and vocational-center levels. This visitation will continue. The goal is to contact all sizeable firms during the next five years.
- Training Assistance--Staff provided job analysis, task analysis, materials development assistance, program organization help, supervisory training and financial assistance to 45 firms, training or upgrading 1,600 employees.
- Job Training Partnership Act--Under this federal program, administered by the department, an estimated 800 state jobs were saved as a result of direct services and assistance to seven firms.

This unit administered 80-and 40-hour miner orientation programs for more than 1,200 students.

### Adult Basic Education

Staff were responsible for administration of adult basic education classes in all counties, serving 17,746 persons, up from 16,588 in 1984-85. Many of these adults were served by 40 full-time adult learning centers located in vo-tech centers, libraries and other convenient sites. Classes were conducted at an even greater variety of locations.

High school equivalency diplomas were earned by 4,350 persons who passed the appropriate tests. The basic education programs also served 404 persons who enrolled in English-as-a-second-language courses; 1,070 institutionalized adults and 1,070 handicapped adults.

Adult basic education instruction was delivered via television through cooperation with public television stations throughout the state.

Staff were instrumental in creation of the W.Va. Adult Literacy Coalition, formed to create greater awareness of the problem of and solutions to illiteracy in the state and nation. Staff also worked closely with the Literacy Volunteers of America, which expanded its activities to 22 counties.

### Job Training Partnership Act/ Private Industry Council

Working with the state's Private Industry Councils (PICs), the department administered federal Job Training Partnership Act (JTPA) funds to provide training for 3,986 persons--both school age and adult.

Activities included:

- 33 training programs in 19 counties providing 521 students skill training and/or "career life" preparation.
- 44 training programs in 36 counties providing instruction for 422 persons referred to regular vocational classes in auto mechanics, computer technology, machine shop, electronics, licensed practical nurse and industrial maintenance.
- dropout prevention programs in 52 counties involving 2,336 students receiving guidance services, remedial instruction, on-the-job training and "tryout" employment with cooperating business firms.
- career education services and remedial education for 340 youths in the Governor's Summer Jobs Program.
- on-the-job upgrade training for 573 persons at seven industrial sites in five counties, involving such industries as plastics, furniture manufacture and optics.

### Data, Planning and Supportive Information

Staff conducted four regional program planning meetings and coordinated the preparation of the annual vocational education state plan and annual report. Staff processed 63 local education agency plans, collected enrollment/termination/placement data on 160,000 students, conducted five workshops for teachers and administrators, maintained a file of local and state personnel and acted as liaison with the department of vocational rehabilitation and with various agencies, including those concerned with civil rights.

Staff also collected and analyzed data for numerous other studies and reports and participated in on-site program evaluation.

### Administration

Staff prepared and reviewed state and local plans and accountability reports, monitored expenditures, worked on policy updates, maintained liaison with other department bureaus and other state agencies, planned and conducted three statewide conferences for vocational administrators and the annual statewide conference for all vocational teachers and administrators.

### Sex Equity

This unit, which furthers equal educational opportunities in all vocational programs, approved and monitored 63 projects to overcome sex bias and stereotyping. Every local education agency in the state was involved with at least one project. Special emphasis was placed on service to single parents and homemakers, who were the focus of 29 projects.

The unit reviewed 63 local education agency plans for proper composition of advisory councils and appropriate goals and objectives for overcoming sex bias and stereotyping.

## *Program Services*

Staff in this division, in addition to regular responsiblities for vocational curriculum and instruction, also:

- Merged the required vocational evaluation with the county accreditation process, incorporating the Criteria of Excellence high quality standards in the evaluation procedures.
- Established "learning outcomes" for business, technical and industrial, health occupations, consumer and homemaking, occupational home economics, industrial arts education, vocational agriculture classes; and published 36 program guides.
- Coordinated activities of student organizations. (West Virginia received a number of first place awards, and two students were elected to national offices. Thomas Lucas, a student at Milton High School, was elected National President of the Future Homemakers of America. He is the organization's first male president.) Among student organization activities was extensive flood relief.
- Coordinated 42 inservice and preservice training institutes for vocational teachers in cooperation with county boards of education, colleges and universities, and regional education service agencies.
- Started pilot projects in Principles of Technology, a new approach to what has been called "industrial arts."
- Upgraded computer assisted drafting (CAD) software and provided training for teachers.
- Worked with the US Army to train electronics teachers.
- Provided training on heating/air conditioning and ventilation software.
- Helped complete cooperative training articulation agreements in health occupations and welding, and assisted with North Central Assn. (NCA) accreditation activities (the state's 28 accredited vo-tech centers are the most in the NCA.)
- Developed guidelines for non-pay work site training.
- Obtained approval for substituting three units of vocational agriculture for one unit of science.
- Assisted with the plans for the Chapel at Cedar Lakes.
- Assigned staff members to work one week in a county to refresh knowledge and experience at the local level.

## Instructional Services

### *Agriculture*

The vocational agriculture/business program enrolled 5,679 secondary students and more than 900 adults in full and part-time programs diversified and expanded to meet the needs of those being served. Cooperative vocational training in the off-farm agricultural occupations deals with food products (animal processing), agricultural machinery sales and service, horticulture, and agricultural mechanics.

The vo-ag program had a significant impact on the economic picture in our state. Three hundred and thirty-two students were involved in farm placement, and 190 students were involved with off-farm ag occupations. Their income was nearly $4 million (with 70 percent of all students reporting).

Continued emphasis was placed on computers in agriculture. Many teachers were involved in computer inservice workshops and acquired computers for use in their instructional programs.

The Future Farmers of America (FFA) organization is an integral part of the vo-ag program. For the third consecutive year state membership was 100 percent. Membership in 1985-85 was 5,113

A major state FFA activity in 1985-86 was the flood relief program. Chapters united in a statewide effort to provide feed, equipment, labor, etc., (16,408 bales of hay, 61,698 pounds of grain, $1,000 in cash to replace student supervised occupational experience programs that were lost, 155 steel posts, 720 locust posts, 16 roles of barbed wire, two loads of small hand tools, lumber for two hay sheds) to assist those who were devastated by the November floods.

### *Business Education*

Business Education courses enrolled 29,761 secondary and 920 adult students. Twenty-three new training programs were started in 12 counties. Many programs were updated to include new technologies. Technical assistance was provided throughout the state in the areas of computer literacy, software styles and usage, and vocational organizations. Five sets of "learning outcomes" were written and the vocational evaluation instrument was revised.

West Virginia received recognition for having increased membershp in the Future Business Leaders of America (FBLA) by 11.43 percent. Membership totaled 3,783 in 118 chapters. At the national leadership conference, the West Virginia chapter had 12 students receive national recognition and one high school received recognition in two areas.

### *Community Education*

Staff conducted inservice and awareness sessions for educators, social services agencies, and lay persons; served as liaison between the department and county community education personnel; coordinated two statewide workshops and two regional workshops. Staff also administered a Mott Foundation grant for community education. This included publishing four issues of PROFILE, an 8 page newsletter. Technical assistance was provided to eight counties, and all counties received pertinent information. Staff served on the West Virginia Adult Literacy Coalition and on the National Community Education Center on Aging advisory council. All counties in the state provided services to residents beyond the K-12 program.

### *Consumer/Homemaking And Occupational Home Economics*

Home Economics enrollment increased by seven percent with 23,207 secondary consumer and homemaking students, 1,212 secondary occupational home economics students and 48 adult students. Virtually all high schools in West Virginia offering vocational home economics programs now also offer the Adult Roles and Functions and Surviving Today's Experiences and Problems Successfully (STEPS) courses. "Learning outcomes" were developed for seven consumer and homemaking courses and four occupational home economics areas. A special computer literacy workshop updated home economics teachers and additional workshops were provided on curriculum. Technical assistance and curriculum development activities were expanded to include middle school home economics programs.

The Future Homemakers of America/ Home Economics Related Occupations Association's membership was 3,298 members in 172 chapters. West Virginia students received seven gold, three silver and three bronze medals in national FHA/HERO competition.

### *Cooperative Education*

The 108 cooperative vocational education, marketing education, and diversified cooperative training programs enrolled 4,054 students. Staff provided technical assistance to the counties and conducted on-site evaluations. The West Virginia Association of Distributive/Education Clubs of America (DECA) had approximately 2,109 members. A 78-member delegation attended the National DECA Career Development Conference in Atlanta, where two members were recognized as semi-finalists. For the first time ever, West Virginia had a student elected as national president of DECA.

### *Curriculum Laboratory*

The West Virginia Vocational Curriculum Laboratory procured and cataloged approximately 400 new instructional items, conducted numerous regional and national searches, disseminated 6,800 curricular items to local teachers, and sponsored or participated in 70 workshop/inservice sessions. New competency-based instructional materials were developed for 28

vocational areas, "criterion-referenced" test item banks were completed for building maintenance, drafting and masonry, and significant progress was made in producing instructional video.

"Learning outcomes" were identified and verified for all remaining vocational areas of study, with 21 new curriculum guides and eight "criterion-referenced" test item banks being identified for development.

The curriculum laboratory continued its service of printing curricular materials, maintaining the department of education film libraries, and serving as the systems operation center for the educational microcomputer network.

### *Health Occupations*

Approximately 1,269 secondary and 687 adult students enrolled in health occupations education programs during the year. Several programs were modified to accommodate new and changing needs of the health care delivery system, including nursing assistant, health assistant, pharmacy clerk, physical therapy assistant, veterinarian assistant, and unit clerk programs. The need for computer literacy was stressed. Medical and dental assistant instructors were inserviced on new software purchased by the state. A technical updating workshop was conducted to keep instructors current and up to date on new technology and related concepts. "Learning outcomes" were developed for medical laboratory technology. Vocational Industrial Clubs of America (VICA) students won four medals in national competition.

### *Industrial Arts/Technology Education*

Industrial arts/technology education programs involved more than 17,000 students in 150 schools (269 teachers) operating in 37 counties. A curriculum shift from traditional industrial arts programs to a more relevant curriculum of technology education was begun, as "learning outcomes" for the high school were revised, and program guides for high school technology education were developed. A training team developed plans for a series of 12 inservice workshops to assist teachers in implementing technology education in the classroom. Ten TARGET (Teaching Activities & Resource Guide for Educators of Technoloyg) activity packages were developed for classroom use.

Membership in the West Virginia American Industrial Arts Student Association (WV AIASA) increased by four chapters. West Virginia placed seventh overall in national competition, bringing home two first place, two second place, and one third place awards.

### *Career Exploration*

Career exploration programs involving 7,892 students in 216 programs operating in 48 counties were supervised by staff, who also performed related curriculum development technical assistance and personnel development.

Career Exploration Clubs of West Virginia became a more active organization, conducting its first state conference.

### *Industrial And Technical Education*

The industrial and technical education staff supervised 54 programs involving 807 teachers, with 12,155 secondary and 1,365 adult students enrolled. The staff also had responsibility for technical occupation training programs involving 1,090 secondary and 444 adults. "Learning outcomes" for 13 program areas, training outlines for several firms, and industry workshops to update teachers in their respective occupations were completed by this unit's staff. West Virginia entered into a joint project with the U.S. Army to improve electronics instruction. The staff had responsibility for the administration of the West Virginia Certification Program. There were 29 test sites which certified 722 welders.

The Vocational Industrial Clubs of America (VICA), had approximately 5,962 members, making it the largest vocational youth organization in West Virginia. Eighty-six students who won first place awards in state contests competed in the U.S. Skill Olympics in Phoenix, Arizona. Twenty-eight of those students received national recognition.

### *Public Service Training*

It was a year of development and change for public service training. Enrollment increased to 15,348 adults who were trained in the areas of emergency medical technician, fire service, law enforcement and environmental occupations, among others.

Public service training staff was actively involved in West Virginia's successful effort to gain accreditation for firefighters with the National Fire Prevention Professional Qualification Board.

The West Virginia Environmental Training Center was staffed with a coordinator who initiated a wide range of environmental related training. The in-plant training program for wastewater operators was conducted at 25 sites throughout the state, and a *Handbook for Public Service Instructors* was published. Several new classes, such as farm machinery extrication and maintenance of public buildings with asbestos were initiated.

# Bureau of General, Special and Professional Education

## Mission, Principals and Goals

The newly-structured Bureau of General, Special and Professional Education is a result of department reorganization as of January 1, 1986. The Bureau tightened its organizational structure and reduced the number of personnel. The Bureau is comprised of three offices instead of four, and a reduced number of staff members was achieved by combining positions and not filling vacancies. The purpose of the reorganization was to streamline the operation of the bureau in accordance with its 1) mission, 2) principles of operation and 3) long-term goals.

The major assumption guiding the bureau's work is that the business of education is learning. It is the bureau's aim to impact **positively** on student learning in the public schools of West Virginia.

The mission of the bureau is to 1) **define** programs and services of high quality that must be available to general and special students in West Virginia's public schools, 2) **assist** county school districts in the delivery of high quality education programs and services, and 3) **report** the extent to which high quality programs are being delivered.

Offices, units and individual staff members work in accordance with these five principles of operation:

- **develop** the capacity of school district personnel to implement a high quality education;
- work **diagnostically** with school districts and schools;
- work **preventively** and **correctively** with districts and schools;
- continue to develop **a set of shared values** among staff, and
- **recognize excellence** in schooling whenever and wherever it exists.

The bureau meets its responsibilities by establishing long-term goals, programs, or projects to achieve the desired outcomes and targets utilized in program review, priority setting and resource allocation. Current long-term goals:

I. To establish an outcome-oriented, comprehensive education program and services for general education students in county school systems.

II. To establish an outcome-oriented, comprehensive system of personnel development.

III. To establish outcome-oriented, comprehensive education programs with

appropriate resources and services for special education students in county school systems and institutional settings.

IV. To establish effective schools.

V. To establish a cadre of leaders of learning that supports the establishment and improvement of quality education programs for general and special learners in West Virginia's public schools.

## Operations

The department continued to work with the Chief Instructional Leaders network. A leadership institute on the effective schools program and the **Educational Trends Report** was conducted for these leaders. Regular and special meetings on curriculum, instruction, legislation, technology, educational program, personnel and school improvement were held throughout the year.

A major thrust during 1986 was the assessment of policy implementation. The department worked with county superintendents in the development, pilot-testing and implementation of the assessment process essential to the Criteria of Excellence policy. Criteria of Excellence training has been completed in 26 counties. The training is provided for superintendents, central office staff and principals.

Staff worked with the deputy superintendent's office to ensure that policies 2320 and 2321 were revised to incorporate the amended programmatic components of policy 2510. Staff also provided written verification statements for inclusion in policy 2321 and served on county accreditation on-site teams. Staff worked with the Bureau of Vocational, Technical and Adult Education and county superintendents in the development of the Criteria of Excellence assessment instruments.

During the 1986 legislative sessions, staff coordinated the department's bill analysis process. All bills were reviewed and assigned by staff members to the department legislative committee. Staff attended meetings of the department legislative committee and the Public Education Interim Committee of the West Virginia Legislature in order to bring perspective to the top level planning processes.

Staff organized the Management Information System of the bureau. This involved reviewing plans for the design and use of data collection forms and procedures and coordinating the development and use of data processing procedures. A major outcome of this staff effort was the **Educational Trends Report: 1980-81 through 1984-85 Data.**

Major 1986 bureau activities: 1) West Virginia Leaders of Learning Conference, 2) West Virginia Principals' Academy, 3) West Virginia Governor's Honors Academy, 4) West Virginia Teacher's Academy, 5) Criteria of Excellence Assessment Training. Numerous other major activities are discussed in the following office reports.

# *Office of General and Professional Education*

This office is responsible for providing leadership and service to county school districts and institutions of higher education in the areas of curriculum and instruction, personnel development, counseling, psychological and health services, and licensure of personnel. It has five units:

## Program Services

During the 1985-86 year the effort to develop "learning outcomes" in the areas of English-language arts, music, physical education, and safety was completed. The development of these "learning outcomes" moves the unit from a focus on policy development to policy implementation.

Additionally, the unit was responsible for the activities which provided direct recognition of pupils for outstanding performance, including: Youth Art Month, Showcase of Music, Young Writer's Conference, Golden Horseshoe, State Social Studies Fair and Science Awards Certificates.

The staff in the unit continued to provide technical assistance through workshops, inservice and continuing education programs. Staff remained active at the national level, especially in the areas of mathematics, music and reading.

## Textbook Adoption

The textbook adoption unit coordinated the efforts of the 30-member West Virginia Textbook Advisory Committee, which reviews textbooks programs submitted by the various publishers. The committee works through the department staff in developing generic and specific criteria for conducting hearings with publishers, evaluating textbooks programs and making its recommendation to the state board of education.

The unit completed textbook adoptions for Group IV - Mathematics K-6, General Mathematics I and II, Pre-Algebra, Algebra I and II, Geometry, Trigonometry, Pre-Calculus, Calculus, Consumer Mathematics, Business Mathematics, Vocational Mathematics, Computer Mathematics and Technical Mathematics I-IV. Additionally, 163 programs were evaluated by the unit, with 31 exemptions being granted on previous adoptions.

The unit and textbook committee have worked to integrate the specific criteria for textbook adoption with the "learning outcomes" adopted by the state board of education.

## Student Support Services

The primary purpose of the unit is to assist counties in the design, development and implementation of student support services and educational programs. Staff worked directly with social services and attendance workers, school counselors, school psychologists, safety and driver education teachers, health educators, school nurses, school librarians/media specialists and athletic trainers. Liaison relationships include the state organizations representing student support services personnel, other state agencies, the Commission on Children and Youth and the state Task Force on Adolescent Pregnancy and Parenting.

Major activities of the unit:

- A child abuse curriculum based on learning outcomes for the health education program was developed, and a policy on certification of school nurses was adopted by the state board.
- It promoted cooperation among student support services personnel. In cooperation with state groups it sponsored a student support services conference, which 400 persons attended.
- It took the initiative in dropout prevention. In cooperation with the West Virginia Dropout Study Committee it conducted a two-day conference on dropout prevention. Seventy-five county personnel--including a superintendent--attended, representing 42 counties. The **1984-85 West Virginia Dropout Study** was published by the unit.
- It completed "learning outcomes" for library/media and developmental guidance.
- It conducted a survey to determine counseling-related administrative duties referred to in H.B. 1283. All new counselors in West Virginia participated in the unit-administered Supervised Entry Level Counseling program.
- It conducted suicide prevention workshops in three counties. Participants were made aware of suicide signs and encouraged to develop a crisis intervention plan.

## Professional Development

This unit works with 18 institutions of higher education, 55 counties, and the eight regional education service agencies to provide technical assistance and monitoring assistance with the purpose of providing high quality personnel preparations programs. It is responsible for assisting in the implementation of state board policies 2320, 5100, 5201, 5310-15, and 5500.

The unit works closely with numerous groups, including the educational personnel preparation advisory committees, Teacher Education Advisory Committee, W.Va. Assn. of Teacher Educators, county continuing education councils, and the W.Va. Advisory Council on Professional development of Educational Personnel.

The unit developed the following during 1985-86:

- The Preschool Handicapped graduate education/preparation program at West Virginia University, which received board approval in June. It is designed to prepare personnel to serve severely handicapped children three and four years of age in a home, center, or school setting.

• A revised West Virginia University K-12 health program, which provides additional employment opportunities for students and contributes to the supply of health teachers.

• The Wheeling College educational personnel preparation program for mathematics 5-8 and 9-12, with similar efforts taking place with a proposed science 5-8/9-12 program at Wheeling College.

• A redesigned West Virginia Teacher of the Year application packet to streamline the applications, equalize the supporting documentation among candidates, and afford greater use in reviewing applicants.

• Preliminary planning for re-emphasis of future educator organizations in West Virginia, including a pilot project involving a county and an institution of higher education.

• Revisions to the staff evaluation policy, and a review of teacher education policies that included the establishment of a basic skills proficiency score prior to certification.

• Review and approval of 55 county special education staff needs and objective plans.

### Certification

The unit increased the efficiency of certificate processing, provided liaison to counties and colleges, and improved communication with other offices within the department.

The unit continued to streamline the application processing procedures, achieving less than a three-week turnaround from the date an application is received to the date the certificate is mailed.

Approximately 16,000 applications were received and reviewed, including requests for professional teaching, administrative and service certificates; temporary licenses; salary classifications; permits and authorizations. Staff processed original certificates at four institutions of higher education at the end of each semester, providing more efficient, accurate and timely processing of applications. Original certificates issued through West Virginia institutions of higher education included 1,436 teaching, 79 service and 178 administrative.

The unit coordinated a data processing reporting system which will provide more accurate data on trends in certification.

Staff continued participation in the Interstate Certification Contract Administrators Assn., with 28 states cooperating. West Virginia continued to hold a leadership position within the compact.

The unit was responsible for the teacher assignment schedule, and staff served on five county accreditation teams and provided technical assistance to all 14 counties prior to the visits.

Implementation of tuition reimbursement procedures in accordance with legislation allowing individuals to be reimbursed for renewal credit was continued, with approximately 1,100 applications received.

## *Office of School Improvement*

The primary efforts of this office are directed at the improvement of education at the building level, with the principal as the focal point of activity.

This office:

• Recommends policy changes relating to early childhood, middle childhood and adolescent education.

• Provides state, county, school, student and teacher test data.

• Collects, stores, retrieves and compiles trend data and research information for utilization by the bureau, department, public school systems and other users.

• Provides technical assistance to county school systems and other groups of educators.

• Provides personal and professional development assistance to county and local school personnel through seminars, workshops, institutes and the West Virginia principals/teachers' academies.

• Plans, develops and administers activities such as the Exemplary Schools Recognition Program, U.S. Senate Youth Program, etc.

The office is made up of these units:

### School Effectiveness

The unit provided leadership, technical assistance, monitoring and policy clarification for early childhood, middle childhood and adolescent education programs. In addition, the unit was responsible for assisting principals and county office personnel in school improvement efforts using a process based upon school effectiveness research.

In order to assist principals in **curriculum** implementation and improvement, the unit clarified policy affecting program offerings in early childhood, middle childhood and adolescent education as specified in policy 2510; provided leadership to the statewide committee which addressed proposed procedures for granting modified diplomas to special education students, and supplied technical assistance regarding effective scheduling practices.

To provide guidance in developing **extracurricular activities,** the unit recommended interpretations to policy 2436 (Participation in Extracurricular Activities) acted as liaison with the Secondary School Activities Commission in its administration of the policy and provided information to principals and county office administrators regarding extracurricular activities.

The unit completed **staff development activities** in several areas, including two adolescent education drive-in seminars, a middle childhood leadership seminar, a conference for middle childhood education, and the second West Virginia Principals' Academy. The academy participants completed improvement plans utilizing characteristics and outcomes of effective schools. These improvement plans were jointly funded by the county school systems and the department. The unit also initiated a three-year Effective Schools Program (ESP) in all schools in Jefferson, Calhoun, Lewis and Wetzel counties. This program was led by mentor principals who received extensive staff development in effective schools research and practice. Also, the unit coordinated training of 26 assessors to conduct Principals' Academy Assessment Centers.

Ongoing **data management collection** by the unit included exceptions to teacher-pupil ratio, grades 1-6 (Policy 2442.3), and exceptions to student attendance requirements in the graduation (Policy 2444.01).

### Assessment Services

The State-County Testing Program (SCTP) provided "norm-referenced" testing, scoring and reporting services for more than 100,000 students in grades 3, 6, 9 and 11. Curricular areas assessed were reading, language arts, mathematics, spelling, reference skills, science and social studies. More than 25 workshops and inservice sessions were conducted for county school systems on implementation and utilization of the SCTP. The recommendations that spring testing occur so that results are returned to the counties before the end of May, and that adequate support be provided to supply sufficient support materials in a timely manner, were being acted upon by the unit.

The writing assessment component of the SCTP was implemented by this unit statewide for the first time in 1985-86. More than 50,000 students in grades 9 and 11 wrote on an assigned topic. A committee of 120 teachers, grades 9 and 11, were trained to score the two-page essays using a specialized scoring procedure. Seventy-one percent of the grade 9 students scored at 2.5 or 2.0 (the scoring scale was from 4.0 as best to 1.0). Grade 11 students had a greater percentage of 4.0, 3.5, and 3.0 scores, with only 60 percent of the grade 11 students at the 2.5 and 2.0 score levels. Starting in the spring of 1987, the writing assessment will be administered to students in grades 8 and 10.

The unit developed a model for generating test items to measure the state board approved "learning outcomes." Seventy-four specially-trained mathematics teachers wrote more than 14,000 test items. These items were critiqued by five trained county math supervisors and other specialists. A field test and statewide implementation are underway.

The General Aptitude Test Battery (GATB), a career awareness and planning procedure, was administered to nearly 4,000 students.

Staff continued development of the Educational Personnel Preparation Testing Program (EEPTP), which provides statewide tests in preprofessional skills and 36 content specialization areas as part of the program leading to professional certification. The tests are one measure that teachers and administrators possess the knowledge and skills required to practice in West Virginia public schools. The state board established passing scores for the preprofessional skills tests which are included as admission criteria to approved educational personnel programs. The content specialization tests, which are also criterion-referenced tests, were administered for the first time on November 1, 1986.

### Research and Information Services

The unit was responsible for coordinating data management in the bureau with the director of data management at the department level. The unit also was involved in computerization and maintenance of the school inventory data.

Activities that garnered information for planning and decision-making included (a) implementation of a system for reporting trend data at the state, regional, county and school levels, (b) analysis of data for a number of reports and studies, (c) assistance in preparing data for computer processing, (d) review and acquisition of microcomputer software for use by bureau staff and the training of members on the use of the software, (e) receipt and transmission of messages for electronic mail systems, (f) assistance in designing and conducting surveys and statistical studies as needed by staff, (g) consolidation of existing programs to provide efficient processing of report data; (h) recommendation of changes in the system to provide more effective and efficient data processing.

## *Office of Special Education*

This office has leadership, service and technical assistance responsibilities for the initiation and expansion of special education programs and services to county school districts and other public agencies. It operates as four units:

### Administrative Services

Some 53,774 exceptional students received special education services at the end of the second school month, an overall gain of 3,092 students over 1984-85. The total number of pupils served comprised 15.01 percent of the total school age population. The number of handicapped students, ages 3-21, served on December 1, 1985, totaled 44,840 or 12.52 percent of the school age population. This was a gain of 5.45 percent over 1984.

Unit staff along with other agencies, associations and groups, worked extensively with subcommittees of the legislature to support continued state aid for special education. Funding included an appropriation for the planning and initiation of services for preschool severely handicapped children. An incentive grant was received for services to handicapped children ages 0-4.

The department continued funding projects to (a) improve programs for adolescent handicapped students; (b) provide personnel development and job related training and (c) provide technical assistance to county school districts. The unit also initiated a new activity disseminating promising educational practices to teachers and administrators. Each special educator in West Virginia was provided with three issues of the newspaper "Counterpoint", which reports on innovative and successful teaching practices in special education.

Staff maintained liaison with the departments of correction and human services. Funding was provided to assist in the improvement and expansion of special education services maintained by those agencies.

Other activities during the year: (1) development of the state plan for FY-87; (2) development of the preschool incentive grant application for FY-87; (3) submission of an application to the U.S. Department of Education for funds to remove architectural barriers to the handicapped; (4) establishment of a planning committee to develop a system for the annual review of the effectiveness of special education and (5) initiation of a special education data management information system.

### Monitoring/Compliance

To determine local compliance with laws and regulations, comprehensive on-site reviews of 13 county school districts were conducted by the unit in concert with county accreditation reviews. The monitoring effort included review of corrective action plans, provision of compliance technical assistance and the preparation of monitoring materials and reports.

Compliance management activities included the maintenance of a toll free parent action line and technical assistance related to the delivery of appropriate educational and related services to exceptional students. The unit processed more than 122 formal complaints from parents and advocates regarding the education for exceptional students.

The unit distributed informational publications to parents and county school districts.

Panels were assigned for 26 due process hearings in 11 counties. There were eight state level appeals heard involving six county school systems. The unit conducted a workshop to train 30 due process hearing officers.

### Program Services

The unit developed and field tested training manuals to implement comprehensive reports in behavior disordered and gifted education. A draft document completed by a statewide task force on the education of mentally impaired students was reviewed and recommendations for revision were made. The unit identified service configurations appropriate for specific learning disabled students, criteria for making placement decisions, criteria for determining time allocations, exemplary process models for the adaptation and/or development of curriculum. A draft document in specific learning disabilities was started by a statewide advisory committee.

With unit coordination, two drafts of guidelines for identifying/assessing specific learning disabled students were completed.

The unit was instrumental in the development of a "Criteria of Excellence" assessment instrument. Unit staff also directed the 1986 West Virginia Governor's Honors Academy, a learning experience for 150 gifted and talented high school seniors. The unit was responsible for implementation of the West Virginia/Johns Hopkins mathematics and verbal talent search that recognized seventh graders. Unit staff assisted in the development of "learning outcomes" for deaf/blind, hearing impaired and visually impaired programs.

Additional responsibilities included an initiative for students with traumatic brain injuries, draft policies regarding suspension/expulsion of handicapped students, parent calendars and regional assessment workshops for identifying preschool handicapped students and the application for the West Virginia preschool state plan grant. Unit staff faciliated the development of teacher training content specialization tests in behavior disorders, mentally impaired, physically handicapped, preschool handicapped and speech-language pathology.

Unit staff conducted 24 presentations/workshops for 624 teachers, regular speech-language pathologists, school psychologists, educational specialists, principals, special education directors and coordinators, administration students, social workers, aides, recreational therapists, counselors, parents and vocational-rehabilitation professionals. Staff participated on seven on-site county accreditation monitoring teams, as well as in administrator meetings, chief instructional leaders meetings, various advisory board meetings, North Central evaluation teams, the Fourth Annual Leaders of Learning Conference, preparation for the Fifth Annual Leaders of Learning Conference and numerous other activities and functions.

### Institutional/Related Services

A key function of this unit is the administration and supervision of special education programs and services maintained in the state health facilities. All school-age handicapped individuals residing in the state health facilities have available to them a free, appropriate education. In support of this endeavor, the legislature appropriated funds to provide the needed personnel and services.

The activities of the West Virginia Parent Training Project were coordinated by the unit. Training was conducted for three local parent educator teams.

Additional activities of the unit included, provision of leadership and technical assistance to counties and related agencies regarding the expansion/improvement of vocational programs for exceptional students, initiation of activities to enhance the transition from school to post-secondary environments for exceptional students, and recruitment of additional school systems to participate in the parent training program.

## Bureau of Finance and Services

Department reorganization in January, 1986, brought numerous functions of the Bureau of Services and Federal Assistance and the Bureau of Finance and Administration into this new bureau.

The goal providing the framework for the operation of the new bureau was continuation of a quality, comprehensive educational program for West Virginia.

Bureau staff provided assistance and leadership throughout the state during the reporting period to implement the Master Plan for Education in West Virginia and the Criteria for Excellence. The bureau had direct responsibility for administering and assisting technically the operation of the ECIA Chapter 1, ECIA Chapter 2, EESA Title II, school food services and Step 7 programs.

Additional bureau technical assistance efforts were concentrated in the areas of school finance, child nutrition, elimination of sex discrimination, school facilities planning, school transportation, veterans education and nationally validated projects.

During the reporting period, the bureau was responsible for supervising the budgets of county school systems and the state board, transmitting state and federal funds to county school systems, administering several flood disaster relief efforts and providing leadership and assistance to county school systems in all fiscal and federal program areas. Much of this leadership and assistance effort involved bureau staff directly with county and school-level administrators.

### *ECIA Chapter 1*

Federally funded compensatory education programs in West Virginia operate under P.L. 97-35, better known as the Education Consolidation Improvement Act (ECIA). ECIA Chapter 1 funded supplementary instructional services to educationally disadvantaged children in grades 1-6. Chapter 1 funds also provided supplementary educational activities in state institutions housing handicapped, neglected and delinquent children.

During the reporting period, $30,085,596 in Chapter 1 funds went to the 55 counties for programs of remediation in reading and mathematics and limited supportive elements, such as health and medical services. Approximately 30,000 public and private school students throughout the state received these services from 500 teachers and 700 teacher aides.

Additionally, $128,173 of ECIA Chapter 1 funds was allocated to the West Virginia Schools for the Deaf and the Blind. Programs serving children previously housed in state health institutions and the West Virginia Schools for the Deaf and Blind, who are now enrolled in public schools, received $164,019. The West Virginia Department of Health operated Chapter 1 programs in 13 institutions with an allocation of $522,471. State institutions housing neglected and delinquent children received an allocation of $210,117 to supplement their educational program. Also, $63,837 of Chapter 1 funds was expended to provide special education programs for children of migratory farm workers in Berkeley, Hampshire and Jefferson counties. During FY 1986, the Chapter 1 office provided technical assistance to 11 counties in preparing project applications under P.L. 81-874 to provide financial assistance to school systems impacted by federal properties.

The Chapter 1 office also provided supervision to the state facilitator operating under the National Diffusion Network program.

### *National Diffusion Network*

The National Diffusion Network project in West Virginia nearly doubled its services to students, educators and administrators by:

- Increasing the number of public schools affected by NDN project implementations to 300.
- Increasing the number of classrooms implementing NDN projects to 600.
- Training 120 administrators and 170 teachers.
- Boosting the number of students participating to 11,300.

Training sessions for eight new projects were conducted in the areas of adult literacy, preschool handicapped, adaptive physical education for learning impaired students adaptive physical education for the obese adolescent, crime safety prevention strategies for primary and intermediate students, and attrition reduction for freshmen college students.

The unit provided aggressive outreach services through attendance at various conferences, funding of consultant expenses, and providing funding for five certified trainer teachers to be based in West Virginia.

Technical assistance and follow-up continues to be the unit's priority.

### *ECIA Chapter 2*

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) transferred program authority and responsibility to state and local education agencies with a minimum of paperwork and complete discretion in the local use of funds.

West Virginia received $4,187,517 in Chapter 2 funds during the reporting period. Approximately 20 percent of that amount was retained at the state level and used to continue programs established under ESEA Title V for strengthening the state education agency. At least 80 percent was distributed to the local education agencies. The law requires that the distribution of funds be based on enrollment and have criteria to assure higher pupil allocations to local education agencies where education imposes a higher than average cost per child. Recipients were the 55 county boards of education, the eight regional education service agencies, the schools for the deaf and the blind, the department of education (for students in health institutions) and the department of corrections.

During 1985-86 the second evaluation of Chapter 2 was completed. It showed that the local education agencies had complete discretion in the use of funds and that the paperwork burden had been reduced. The funds were used at the local level in the following areas and percentages:

4% in mathematics
9% in reading and language arts
2% in gifted and talented
3% in guidance and testing
3% in career guidance
24% in computer literacy
6% in dropout prevention
11% in staff training and development
24% in library/media programs
1% in classroom management techniques
2% in administrative cost

The evaluation indicated that 40 percent of the funds purchased instructional materials and supplies, 34 percent was used for equipment, 19 percent was spent on personnel, 5 percent went for stipends/consultants and 2 percent was used for administration.

## Elimination of Sex Discrimination

This office provided technical assistance to the 55 county boards of education under the state Title IX grant for assistance with sex desegregation in the public schools. This project is regulated by Title IX of the federal Education Amendments of 1972 and is funded under Title IV of the federal Civil Rights Act of 1964. Technical assistance included providing counties, parents and students brochures and materials on sex equity in educational programs and activities, including physical education, athletics, language, treatment of married and/or pregnant students, employment and human relations. This office developed a Title IX brochure entitled, "SEX EQUITY IN LANGUAGE: WRITTEN AND SPOKEN" to assist counties in assuring equity in language. Several posters also were produced and distributed.

## EESA Title II

The Education for Economic Security Act (EESA), intended to improve teacher skills and instruction in mathematics, science, foreign languages and computer education and to increase student access to that instruction, provides financial assistance to State and local educational agencies and higher education institutions. This bureau was responsible for administering this title.

West Virginia received $754,239. Seventy percent of that amount was allocated to the state education agency for elementary and secondary education. Thirty percent went to the state agency for higher education. Twenty percent of the funds made available for elementary and secondary education programs was used for demonstration and exemplary programs in mathematics and science.

A total of $369,577 flowed directly to the 55 county school systems. Each county's share was based upon the total public and private nonprofit enrollment. Both the elementary/secondary and higher education programs have focused on the training and retraining of mathematics and science teachers. Title II funds also have been used for a wide variety of services, including consortium arrangements among counties and higher education institutions. Local education agencies have offered training to assist teachers to interpret standardized test scores and apply the information to improve instruction in the math and science classrooms. Methods and strategies for teaching the slow learner in math and science have been the focus of other Title II training efforts.

## Child Nutrition

The department administers all child nutrition programs available through the United States Department of Agriculture and operated under the National School Lunch Act of 1946 and the Child Nutrition Act of 1966.

Under this program, school lunches and breakfasts were made available to all children attending public school (with the exception of four schools not participating in the school lunch program and six schools with waivers of the school breakfast program). Lunches and breakfasts were served in 24 private schools and 53 residential institutions. Milk was provided in two private schools and 24 summer camps. For preschool children, meals/supplements were provided by 105 child care and Head Start sponsors and 800 family day care homes. During the summer, 92 local sponsors provided feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and or inservice training of food service personnel. Federal funding for the various child nutrition programs amounted to over $37 millon for the reporting period.

## School Transportation

Under department administration the 55 counties operated 3,055 school buses transporting 284,072 pupils to school each day. There were no pupil fatalities, and only a few minor injuries to pupils on board the buses.

All school bus operators were trained in the preservice phase of the *West Virginia Uniform School Bus Operator Training Program* before being certified. All bus operators also received training in the advanced phase of the program and refresher training in the preservice phase. Unit personnel assisted counties with school bus operator training on a limited basis and conducted training seminars to certify county personnel as instructors in the bus operator training program. The unit also instructed bus operators in the National Safety Council's defensive driving course.

The bureau administered the purchase of 349 buses through the central bid process. Fifty-three counties participated.

The school bus inspection program, under the supervision of this unit, completed its eighth full year. All buses were inspected three times. Buses used in summer programs were inspected four times, except in counties where defects were under the state average for each of the regular inspections. The state average for all three inspections was 0.765 defects per bus. Thirty-eight counties averaged less than one defect per bus on the last inspection. The transportation division continued to offer consulting assistance to the counties for planning and implementing school bus maintenance programs.

Unit staff inspected pilot models and observed assembly line construction of chassis for West Virginia school buses. This helped to eliminate many of the problems generally associated with introduction of new bus models.

## Veterans Education and Training

This unit had responsibility for approving schools below college level, apprenticeship and other on-the-job training programs for Vietnam Era veterans to receive educational benefits based on length of service. Approval was granted to 100 public and proprietary schools, 22 apprenticeship and 36 other on-the-job training programs. Staff conducted 78 supervisory inspections and 36 inspections for quality.

## Disaster Relief

Upon request from the governor, the President of the United States declared 29 West Virginia counties a major disaster area following the November, 1985, floods. Under P.L. 81-874 and P.L. 81-815, the federal government is authorized to provide funds to repair or replace schools damaged and replace equipment and materials destroyed in such a disaster.

The bureau's school facilities planning unit supervised the damage estimate and grant award processes which will eventually bring more than $6.4 million in federal relief to 14 county school systems. By the end of this reporting period, an estimated $4.6 million had been received by Barbour, Calhoun, Gilmer, Grant, Greenbrier, Hardy, Harrison, Lewis, Mineral, Pendleton, Pocahontas, Preston, Randolph and Tucker counties, all of which were eligible for disaster funds. (Doddridge County elected not to participate, though eligible.)

Bureau staff also provided liaison and assistance with state and private sector flood relief efforts.

## School Facilities Planning

This unit continued its responsibility for the coordination of the Better School Buildings Amendment construction program.

The $200 million in Better School Buildings Amendment funds has made it possible for county school systems to participate in a building program that surpasses any in the state's history.

During the reporting period the staff reviewed, and the state board of education approved, 51 school construction projects totaling $38,419,463.68.

In addition to assisting the county boards of education with revisions and amendments to their comprehensive educational facilities plans, site selection, project surveys and final inspection of complete facilities, unit staff coordinated department review and approval

of plans and specifications for building projects. Liaison among department bureaus, the state fire marshal's office, and the department of health, highways and vocational rehabilitation was provided by this unit as well.

Comprehensive Education Facilities Plans, approved by the state board of education for all 55 county school systems, provided for a total anticipated construction program budget of $781,072,599.65. This total reflects $220,122,683.92 (28.18 percent) in state Better School Buildings Amendment funds, state/federal vocational and other federal funds of $83,571,618.06 (10.70 percent), local levies and other funds of $165,832,087.58 (21.23 percent), and anticipated local bond proceeds in the amount of $311,546,209.69 (39.89 percent).

Forty-nine of the 55 county comprehensive educational facilities plans were approved contingent upon the availability of funds to be generated from local bond issues, which have generated $229,117,280.69. To date, 18 of the 49 counties have been unable to pass a bond referedum. One county was unable to pass a special levy for construction of a high school, reducing the comprehensive plan program budget by $122,279,886.00 in bond funds and $3,676,500.00 in special excess levy funds.

By the end of 1985-86, 1,089 county school projects for new facilities additions, remodeling, and fire safety hazard repairs/renovations, totaling $575,112,261.70 had been approved by the state board of education, leaving a balance of $205,960,337.95 in construction projects to be sumbitted by the counties for interdepartmental review and recommendation by department staff to the state board for approval. **Projects representing $122,297,886 remain unapproved as a result of unsuccessful local bond and excess levy referenda.**

Projects completed and inspected total 911, with a value of $438,765,020.78.

Table I (one of four which begin on the next page) shows the funding sources and totals for the 55 approved comprehensive educational facilities plans. State Better School Buildings Amendment funds represent 28.18 percent of the total project costs, with an anticipated 21.23 percent from local sources, local bond funds accounting for 39.89 percent and 10.70 percent from state/federal, vocational and other funds.

Table II summarizes the 1,089 construction projects that have been approved by the state board of education. Better School Buildings Amendment funds account for 35.73 percent; state/federal, vocational and other federal funds, 12.94 percent; local bonds, 29.43 percent and local levies/other local funds, 21.90 percent.

Table III summarizes by source of funds (state, federal and local) the projects that have been completed and inspected to date. Fifty-one of the 55 counties have completed one or more projects since the inception of the program.

Table IV summarizes bond election history since 1972.

## Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. With the assistance and council of bureau staff, 49 county boards of education had, by the close of 1985-86, assumed the responsibilities of the treasurer's function by appointing treasurers other than the county sheriff.

## School Finance

For 1985-86, minimum salary increases of $600 per year for teachers and $60 per month for service personnel were authorized by legislative action. In 1984, the legislature provided $29 million from revenue surplus to provide salary equalization funds to lessen the disparities among the counties. The second year funding of the first phase of equity was continued for fiscal year 1985-86. In connection with these and numerous other legislative initatives, bureau staff provided extensive fiscal information and consulting services.

This unit continued implementation of "Handbook II, Second Revision," the accounting system for county boards of education. The system is expected to provide improved information on educational expenditures, especially in the areas of special and vocational education. In-service training sessions were conducted in preparation for full installation of the system at the close of the reporting period.

## Data Processing

This unit is responsible for liaison between the department and the centralized computer facility operated by the state Information System Services Division (ISSD). In addition to working with the various sections of ISSD for the entry, storage and processing of the department's data, staff provide consultation, systems analysis and programming to all department bureaus for modification of existing computer applications and installation of new systems.

This unit maintained 17 major information systems serving all bureaus and touching many functions of the department. These systems involve at least 40 computerized master files and more than 400 computer programs.

Systems design and programming were completed for the processing of budget and monthly financial data using the "Handbook II, Second Revision," accounting system. An increasing number of counties are forwarding data to the department via magnetic tape and disk, eliminating paper handling and redundant data.

Staff continues work on computerization of school facilities data collection, and major improvement in the processing of teacher assignment information has been accomplished.

## Publications

This unit designed, produced, printed and distributed more than 600 department publications, including the newspaper, *State Ed*, which is distributed to 48,000 state educators and service personnel each month during the school year.

# BETTER SCHOOL BUILDING PROGRAM

*Table I. - Comprehensive Educational Facilities Plans Approved By The State Board Of Education*

| COUNTY | APPROVED "CEFP" PROGRAM BUDGET | STATE "BSBA" ENTITLEMENT FUNDS | FED-STATE VOC./ STEP "7" OTHER FUNDS | LOCAL BOND ISSUE FUNDS | LOCAL LEVIES PERM. IMPROVE/ OTHER FUNDS | TOTAL LOCAL FUNDS ALL SOURCES |
|---|---|---|---|---|---|---|
| Barbour | $ 8,570,406.77 | $ 2,011,531.23 | $ 937,323.00 | $ 4,529,000.00 | $ 1,092,552.54 | $ 5,621,552.54 |
| Berkeley | 13,966,131.53 | 4,679,873.94 | 1,781,081.00 | 3,562,098.75 | 3,943,077.84 | 7,505,176.59 |
| Boone | 13,769,750.10 | 3,617,292.22 | 112,165.00 | 6,745,000.00 | 3,295,292.88 | 10,040,292.88 |
| Braxton | 5,771,276.07 | 1,990,418.07 | 267,151.00 | 2,840,000.00* | 673,707.00 | 3,513,707.00 |
| Brooke | 15,549,781.68 | 3,203,602.68 | 1,431,639.00 | 9,850,000.00 | 1,064,540.00 | 10,914,540.00 |
| Cabell | 25,752,073.85 | 9,219,861.96 | 5,319,521.00 | -0- * | 11,212,690.89 | 11,212,690.89 |
| Calhoun | 3,901,699.76 | 1,245,656.85 | 393,547.11 | 2,100,000.00 | 162,495.80 | 2,262,495.80 |
| Clay | 2,532,152.44 | 1,971,913.02 | 496,000.00 | -0- | 64,239.42 | 64,239.42 |
| Doddridge | 3,602,360.06 | 939,807.45 | 559,574.91 | 1,871,358.00* | 231,619.70 | 2,102,977.70 |
| Fayette | 24,120,176.61 | 7,782,124.21 | 2,430,192.00 | 7,600,000.00 | 6,307,860.40 | 13,907,860.40 |
| Gilmer | 5,496,823.15 | 910,895.10 | 219,734.00 | 2,199,935.00* | 2,166,259.05 | 4,366,194.05 |
| Grant | 5,187,580.60 | 1,032,765.54 | 255,628.00 | -0- | 3,899,187.06 | 3,899,187.06 |
| Greenbrier | 7,192,032.35 | 4,286,294.45 | 1,009,796.00 | -0- * | 1,895,941.90 | 1,895,941.90 |
| Hampshire | 2,441,453.73 | 1,464,948.05 | 581,794.57 | -0- | 394,711.11 | 394,711.11 |
| Hancock | 26,485,918.00 | 3,952,439.26 | 3,194,600.00 | 13,884,487.00 | 5,454,391.74 | 19,338,878.74 |
| Hardy | 4,433,917.00 | 1,214,522.00 | 465,653.00 | 2,430,000.00 | 323,742.00 | 2,753,742.00 |
| Harrison | 24,609,196.70 | 7,702,671.43 | 2,976,510.27 | -0- | 13,930,015.00 | 13,930,015.00 |
| Jackson | 11,829,233.11 | 2,852,174.60 | 909,857.00 | 4,530,000.00* | 3,537,201.51 | 8,067,201.51 |
| Jefferson | 6,809,466.76 | 2,856,126.30 | 2,014,795.51 | 1,638,780.00 | 299,764.95 | 1,938,544.95 |
| Kanawha | 88,636,956.44 | 22,142,236.60 | 3,000,000.00 | 38,475,000.00* | 25,019,719.84 | 63,494,719.84 |
| Lewis | 13,423,351.44 | 1,829,789.20 | 4,265,300.00 | 6,430,205.00* | 898,057.24 | 7,328,262.24 |
| Lincoln | 11,188,425.31 | 4,125,579.40 | 1,933,397.07 | 3,125,000.00 | 2,004,448.84 | 5,129,448.84 |
| Logan | 15,430,633.71 | 8,403,068.78 | 2,841,423.00 | 1,750,000.00 | 2,436,141.93 | 4,186,141.93 |
| Marion | 26,152,710.51 | 5,924,056.90 | 3,124,524.00 | 13,388,680.00* | 3,715,449.61 | 17,104,129.61 |
| Marshall | 11,881,263.44 | 3,386,294.85 | 97,117.00 | 4,350,000.00 | 4,047,851.59 | 8,397,851.59 |
| Mason | 15,725,936.02 | 3,212,264.63 | 394,428.00 | 8,307,332.00* | 3,811,911.39 | 12,119,243.39 |
| Mercer | 33,608,618.45 | 8,092,973.97 | 247,661.28 | 16,737,105.00 | 8,530,878.20 | 25,267,983.20 |
| Mineral | 8,777,750.67 | 3,486,073.22 | 706,335.49 | 3,354,000.00 | 1,231,341.96 | 4,585,341.96 |
| Mingo | 30,590,969.36 | 6,409,743.44 | 4,114,244.30 | 13,342,149.00 | 6,724,832.62 | 20,066,981.62 |
| Monongalia | 18,076,065.69 | 4,873,219.34 | 3,000,000.00 | 6,995,000.00 | 3,207,846.35 | 10,202,846.35 |
| Monroe | 4,828,779.32 | 1,558,453.16 | 1,226,473.25 | 1,807,850.00* | 236,002.91 | 2,043,852.91 |
| Morgan | 4,572,358.46 | 1,313,467.89 | 617,422.73 | 1,835,000.00 | 806,467.84 | 2,641,467.84 |
| McDowell | 14,811,655.28 | 8,448,548.69 | 190,710.00 | 4,000,000.00 | 2,172,396.59 | 6,172,396.59 |
| Nicholas | 10,718,554.33 | 3,952,472.33 | 1,180,000.00 | 4,500,000.00 | 1,086,082.00 | 5,586,082.00 |
| Ohio | 28,417,238.84 | 4,128,743.78 | 4,869,558.00 | 14,235,000.00 | 5,183,937.06 | 19,418,937.06 |
| Pendleton | 1,468,322.23 | 1,002,007.23 | 82,348.00 | -0- * | 383,967.00 | 383,967.00 |
| Pleasants | 8,503,376.17 | 1,019,897.11 | 2,946,955.00 | 1,800,000.00 | 2,736,524.06 | 4,536,524.06 |
| Pocahontas | 5,491,336.12 | 1,279,437.79 | 393,842.00 | 1,550,000.00* | 2,268,056.33 | 3,818,056.33 |
| Preston | 7,968,459.15 | 3,759,690.06 | 2,143,981.87 | -0- * | 2,064,787.22 | 2,064,787.22 |
| Putnam | 15,311,876.02 | 4,139,231.75 | 1,200,000.00 | 5,804,091.76 | 4,168,552.51 | 9,972,644.27 |
| Raleigh | 38,871,162.97 | 10,434,655.25 | 2,600,000.00 | 22,585,000.00 | 3,251,507.72 | 25,836,507.72 |
| Randolph | 10,984,693.45 | 3,455,111.79 | 3,225,668.00 | 3,537,174.66 | 766,739.00 | 4,303,913.66 |
| Ritchie | 6,962,555.06 | 1,396,123.67 | 886,062.00 | 3,326,528.00* | 1,353,841.39 | 4,680,369.39 |
| Roane | 11,833,703.88 | 1,771,705.95 | 986,839.33 | 7,386,500.00** | 1,688,658.60 | 9,075,158.60 |
| Summers | 5,871,676.39 | 1,952,504.77 | 142,125.99 | 2,700,000.00 | 1,077,045.63 | 3,777,045.63 |
| Taylor | 5,108,809.00 | 2,006,863.18 | 956,824.15 | 1,670,934.00* | 474,187.67 | 2,145,121.67 |
| Tucker | 3,036,627.71 | 1,194,771.22 | 441,763.00 | 1,285,000.00 | 115,093.49 | 1,400,093.49 |
| Tyler | 4,101,713.56 | 1,510,881.56 | 398,000.00 | 1,877,334.00 | 315,498.00 | 2,192,832.00 |
| Upshur | 12,621,632.42 | 2,448,340.30 | 800,000.00 | 3,552,000.00 | 5,821,292.12 | 9,373,292.12 |
| Wayne | 25,297,733.16 | 6,444,839.00 | 2,206,000.00 | 14,300,000.00 | 2,346,894.16 | 16,646,894.16 |
| Webster | 6,600,677.42 | 1,898,339.48 | 2,220,662.63 | 2,183,525.66 | 298,149.65 | 2,481,675.31 |
| Wetzel | 20,260,404.14 | 2,779,318.46 | 950,000.00 | 13,937,449.92 | 2,593,635.76 | 16,531,085.68 |
| Wirt | 2,796,674.88 | 972,208.77 | 929,247.00 | 550,000.00* | 343,219.11 | 893,219.11 |
| Wood | 23,057,654.77 | 11,220,592.35 | 1,795,904.00 | 8,772,691.94 | 1,268,466.48 | 10,041,158.42 |
| Wyoming | 16,062,813.61 | 5,214,259.69 | 1,100,239.00 | 8,315,000.00* | 1,433,314.92 | 9,748,314.92 |
| TOTALS | $781,072,599.65 | $220,122,683.92 | $83,571,618.46 | $311,546,209.69 | $165,832,087.58 | $477,378,297.27 |
| | | (28.18%) | (10.70%) | (39.89%) | (21.23%) | (61.12%) |

*Bond Election Failed
**Special Excess Levy Failed

# FUNDS PROCESSED DURING 1985-86

| | | |
|---|---|---|
| **Administration, Instruction, State Aid to Counties** | | |
| 2860 | General Administration | $3,409,112 |
| | Tuition Waiver | 162,025 |
| | Child Development Program | 571,208 |
| | Microcomputer Network | 200,000 |
| | Aid to Homeless Children | 50,000 |
| 2870 | School Food Service | 2,135,217 |
| 2875 | Statewide Testing | 706,177 |
| | Professional Competency Testing | 293,756 |
| 2950 | State Aid to Schools | 693,159,114 |
| 2951 | Staff Improvement | 807,894 |
| 2960 | Exceptional Children | 9,404,378 |
| 7000 | General School Fund | 1,529,347 |
| | | 712,428,228 |
| **State Vocational Education** | | |
| 2890 | Vocational Division | 14,835,151 |
| **Federal Vocational Education** | | |
| 7794 | Consolidated Federal Funds - Vocational | 8,315,673 |
| 8241-08 | Community Education | 18,868 |
| 8241-11 | Job Training Partnership Act | 5,013,526 |
| 8241-13 | Curriculum Lab | 3,791 |
| 8241-29 | Miner Emergency Medical Training | 24,950 |
| 8241-21 | State Occupational Info. Coordinating Committee | 84,182 |
| 8241-23 | Private Industry Council | 23,019 |
| | | 13,484,009 |
| **Federal Programs** | | |
| 7783 | Child Nutrition Programs | 39,431,387 |
| | Foster Grandparent Program | 341,547 |
| | Sex Desegregation | 57,767 |
| | State Facilitator | 46,352 |
| | Indo-China Refugee Program | 2,533 |
| 7805 | Exceptional Children | 13,494,240 |
| 7979 | Veterans Education | 101,536 |
| 8240-28 | Miscellaneous Projects | 22,720 |
| | Governor's Honors Academy | 40,974 |
| 8242 | ECIA Chapter I | 31,694,456 |
| | ECIA Chapter II | 4,011,322 |
| | Title II | 127,557 |
| | | 88,372,391 |
| **FFA-FHA Camp and Conference Center** | | |
| 3360 | FFA-FHA Camp | 257,026 |
| 8245-07 | Room and Board | 837,215 |
| 8245-08 | Crafts Program | 35,650 |
| 8245-12 | Cedar Lakes Improvement | 57,340 |
| | | 1,187,231 |
| **WV Schools for the Deaf and the Blind** | | |
| 3330 | WV Schools for the Deaf and the Blind | 5,285,712 |
| 8453 | Special Revenue | 770,075 |
| | | 6,055,787 |
| | GRAND TOTAL | $836,362,797 |

Design and illustrations by Kathy Brown